

Istation Stages of Reading

The following stages of reading provide educators with a guide to reader and text characteristics so that they may make sound decisions when selecting Teacher Resources to use with their students. Istation's Teacher Resources are assigned one or more Stage of Reading based on both quantitative and qualitative measures, such as Lexile measurement, skills, and content. As the Teacher Resources are intended for intervention, there are some items labeled "Progressing Adolescent," for example, with a Lexile measure that is generally considered suitable for a younger reader. This is not an oversight, but by design, so that educators have a large swath of resources to use with even their most struggling readers, regardless of students' age or reading stage. Having a variety of resources that cover skills and strategies at different stages of reading gives educators flexibility to effectively differentiate instruction.

Istation Stage of Reading	Reader Characteristics	Text Characteristics	Approximate Lexile Measure
Emergent	<ul style="list-style-type: none"> • Knows some letters • Has no concept of a word • Little phonological or phonemic awareness • May recognize some words by sight, such as name 	<ul style="list-style-type: none"> • Repetitious phrases or patterns • One line per page with few words in the line • Predictable text with strong pictorial support 	N/A
Early	<ul style="list-style-type: none"> • Knows alphabet and concept of words • Can do "one-to-one" match to track text • Can read several sight words or high frequency words (HFWs) • Relies heavily on illustrations for comprehension • Can read simple text with support, though not fluently • Has some decoding skills • Usually needs to read aloud rather than silently 	<ul style="list-style-type: none"> • More than one line per page with simple sentences • A few common compound and multisyllabic words • Repetitious text that contains pattern changes • Longer sentences and tense changes • Inflected endings • Simple dialogue • Introductory clauses in some sentences • Stories cover familiar topics 	<200L-380L
Beginner	<ul style="list-style-type: none"> • Developing automaticity with several sight words and HFWs • Increasing focus on comprehension but still attending to decoding • Can self-monitor or self-correct • Reading more complex text with support • Uses phonograms to extend word knowledge • Reads aloud or subvocalizes 	<ul style="list-style-type: none"> • Text contains complex sentences, a variety of punctuation, and dialogue • Medium to small font sizes with fewer illustrations as support • Stories become more complex with evident story elements • Some literary language • No evident pattern in text • Dialogue 	380L-590L

Transitional	<ul style="list-style-type: none"> Primarily focused on comprehension over decoding Can read hundreds of HFWs and sight words fluently Uses larger chunks of words, such as roots, to decode unfamiliar words Uses context clues for unfamiliar vocabulary Developing deeper and more complex comprehension of text and skills such as inferencing Uses prosody and expression when reading aloud May subvocalize but generally reads silently 	<ul style="list-style-type: none"> The few illustrations in fiction generally are not intended for comprehension support Expository text includes charts, diagrams, graphs, etc. that carry meaning directly related to understanding the text Many multisyllabic words and complex or compound sentences Chapter books Literary language almost always present in fiction Greater character and plot development Small font size 	590L-720L
Intermediate	<ul style="list-style-type: none"> Comprehension is the main focus over decoding Extensive sight vocabulary and increasing automaticity Reads silently almost exclusively Applies known word patterns and knowledge of Latin and Greek roots and affixes when encountering unfamiliar words Increasing fluency 	<ul style="list-style-type: none"> Many multisyllabic words and longer sentences More sophisticated plots and themes Literary language present in fiction Varieties in text structure, including types of poetry Increased amounts of dialogue Expository includes history, primary sources, and information told through stories 	690L-900L
Progressing Adolescent	<ul style="list-style-type: none"> Comprehension of text is the sole focus Comprehends words within context Applies knowledge of Greek and Latin roots and affixes to assist in the comprehension of content-specific and technical words Adjusts fluency and phrasing according to text demands; most reading is silent Applies prior understanding in a critical way when reading both fiction and nonfiction texts Able to read and understand longer texts in a variety of genres over many days of reading 	<ul style="list-style-type: none"> Many new vocabulary words requiring readers to use context, glossaries, or dictionaries Wide range of complex and informational texts Texts present societal issues important to adolescents (growing up, family, etc.) Texts present multiple themes using multiple text structures Texts with heroic characters represent symbolic struggles between opposing forces Critical thinking is required to judge the authenticity of expository texts Decoding challenges due to words being from regional dialects, archaic, or from other languages. 	700L-1150L